

Academic Advising

New to FSSE for the 2013 administration were Topical Modules, short sets of questions on a topic related to current issues in higher education and student engagement. One module examined the quality of academic advising at an institution and the extent to which advisors assisted students in their academic progress.

Using responses from the 2013 Academic Advising module, we examined the advising roles of nearly 3,000 faculty members from 47 institutions. A majority of faculty members (53%) said their primary sources of information for understanding students' academic options were institutional Web sites, catalogues, or other published sources. For 28% of faculty, their primary sources were faculty colleagues. Smaller proportions of faculty relied on other advising staff (8%) or student advising centers or training (6%).

Two thirds (65%) of faculty members discussed academic issues with their advisees two or three times a year. Ten percent of faculty had such conversations only once per academic year, while 9% did so six times or more per academic year. Larger proportions of faculty in arts and humanities (56%), social service professions (51%), and education (51%) discussed academic interests, course selections, or academic performance with their advisees at least three times per year compared to faculty in engineering (42%), social sciences (41%), and business (30%).

